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ABSTRACT

This book criticizes the assumption in American higher education that faith and learning should be separated, proposing instead that higher education should be more open to explicit discussion of the relationship of religious faith to learning. The concept of religiously informed scholarship is advanced both as an alternative to the hollow secularism that is purposed to dominate mainstream academia but also to the simplistic fundamentalisms that are presented as the only alternatives. Other issues discussed include recognition of the necessity and value of a plurality of voices in the academic mainstream; the kinds of differences religious, and especially Christian, scholarship might make; and the implications of Christian or other religious scholarship for institutions of higher education, including state schools. Chapters include: 1) "Why Christian Perspectives Are Not Welcomed"; 2) "The Arguments for Silence"; 3) "Christian Scholarship and the Rules of the Academic Game"; 4) "What Difference Could It Possibly Make?"; 5) "The Positive Contributions of Theological Context"; and 6) "Building Academic Communities." (Individual chapters contain reference notes. Appendix "Getting Specific: A Readable Appendix"; notes and an index.) (DB)

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